

**Using the Danielson Framework for Teaching to Improve Instructional Coaching
and Formative Evaluation at St. Paul's Lutheran School – Muskego, WI**

by

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Abstract

This report shares the results of a field study project at St. Paul's Lutheran School in Muskego, Wisconsin, which used research relating to the Charlotte Danielson Framework for Teaching (FfT) to improve the instructional coaching and formative evaluation taking place. Teachers from four grade-level teams participated in the study – PreK, grades K-2, 3-5, and 6-8. The field study investigated four questions: (1) Will teachers experience the FfT to be an effective tool for self-reflection regarding their current teaching practices? (2) Will teachers perceive the FfT to be an effective tool for facilitating grade-level team discussions about teaching practices? (3) Will teachers beneficially engage in discussion with one another during FfT meetings? (4) Will teachers become more familiar with the FfT so that it could be used as a summative evaluation tool in the future? The field study results showed that the FfT was an effective tool for self-reflection, goal-setting, and team discussions for three of the four grade-level teams – K-2, 3-5, and 6-8.

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Chapter One – Introduction

Identify the Issue

Every school needs a teacher coaching and evaluation tool, framework, and system that works well. However, Marzano (2012), Tuytens & Devos (2011), Gabriel & Allington (2012), Danielson (2011), and Mielke & Frontier (2012) all supported that many teacher evaluation systems are troubled. This creates a great challenge for schools – to have teachers and principals utilize a tool that supports and ensures effective teacher formative evaluation and coaching. Thus, to repeat the important point, schools need a teacher coaching and formative evaluation system that works well.

Importance of the Project

Grissom, Egalite, and Lindsay (2021) stated that one of the primary goals of a principal's leadership of his staff is to make sure each teacher is growing in his or her instructional skills to provide students with the best education possible. Mielke & Frontier (2012) defined instructional coaching as partnering with teachers to analyze current reality, set goals, identify and explain teaching strategies to hit the goals, and provide support until the goals are met.

Quality coaching helps cultivate this instructional growth for teachers. An effective teacher formative evaluation system can be a part of the coaching process through which teachers grow in their instructional excellence.

Prior to the 2020-2021 school year, St. Paul's Lutheran School (Muskego, WI) had used the Wisconsin Evangelical Lutheran Synod (WELS) Teacher Performance Assessment (TPA) for an evaluation system. However, the WELS TPA was not an effective teacher evaluation system. It lacked depth, clarity, and quality. Therefore, it was

important that St. Paul's Lutheran School use an alternative instructional framework to improve the instructional coaching and formative evaluation taking place.

Project Purpose and Goals

This project will field test the use of the Danielson Framework for Teaching (FfT) as an instructional coaching and formative evaluation tool. The purpose of this project is to improve the instructional coaching and formative evaluation taking place at St. Paul's Lutheran School using selected domains and components of the FfT. I have the following goals for this project: (1) that teachers experience the FfT to be an effective tool for self-reflection regarding their current teaching practices, (2) that teachers perceive the FfT to be an effective tool for facilitating grade-level team discussions about teaching practices, (3) that teachers beneficially engage in discussion with one another during FfT meetings, and (4) that, through this coaching and formative evaluation field project, the teachers become more familiar with the FfT so that it could be used as a summative evaluation tool in the future.

Chapter Two – Literature Review

Teacher evaluation systems are troubled (Gabriel & Allington, 2012; Marzano, 2012; Papay, 2012; Tuytens & Devos, 2011). Marzano (2012) stated that most teacher evaluation systems do not adequately differentiate between effective and ineffective teachers, and these evaluation systems have not aided in teacher professional growth. Danielson (2011) agreed and argued that summative teacher evaluation systems did little to spur professional growth. A more formative approach is needed.

A consistent definition of good teaching is also essential component of both formative and summative assessment conversations (Danielson, 2011; Marzano, 2012). In addition to the need for a consistent, research-based definition of effective teaching, Mielke & Frontier (2012) described the need for teacher evaluation to be an ongoing coaching process rather than a once-a-year summative evaluation to see significant improvement in classroom instruction. Kimball, White, Milanowski, & Borman (2004) provided evidence of a positive association between teacher performance, as measured by evaluation scores, and student achievement.

Marzano (2012) advocated for a tool that evaluates teachers on a developmental scale and provides a system to both acknowledge and reward growth. Mielke and Frontier (2012) and Danielson (2011) supported that teachers need to be actively engaged as leaders in a more formative approach that informs teacher evaluation. This is a key point – the greater the active engagement from teachers in this process, the more instructional growth will take place and thus more improved evaluation scores occur as well. This active engagement happens especially through self-reflection and self-evaluation in

addition to evaluation by a peer or supervisor. Active engagement also includes teachers talking about their teaching. This focus on self-assessment and goal setting is supported by Malcom Knowles (2005) adult learning model of the latter 20th century.

Viviano (2012) supported that instructional coaching is the key to the use of evaluation tools like the Charlotte Danielson Framework for Teaching (FFT) and that it is vital to abide by the philosophy that evaluations are not final. Evaluations simply help to celebrate areas of strength and to identify areas of weakness in the hope of providing the needed coaching tools to bring about professional growth (i.e., a workshop to attend, a person to observe, a webinar to watch, a coach talk to, etc.).

Marzano (2012) presented best practices for teacher evaluation. One of his major points was that measuring (or evaluating) teachers and developing (or coaching) teachers are two completely different things. Marzano supported that evaluation systems were useless unless a fundamental goal of the evaluation tool was to focus on the teacher's development and growth. Coaching should always come first. Finally, Marzano stated that an effective evaluation tool must have four basic characteristics: comprehensive, specific, include a developmental scale, and acknowledge growth. Each of the following evaluation tools (Marzano, WELS Continuum of Teacher Development, and Danielson) contain each of these four basic characteristics.

The Marzano Teacher Evaluation Model is divided into four domains (see Appendix A). The first domain has 41 elements that relate to classroom strategies and behaviors. The second domain has eight elements that relate to preparation and planning. The third domain has five elements that relate to reflecting on teaching. The fourth and

final domain has six elements that relate to collegiality and professionalism (Marzano, 2007).

The WELS Continuum of Teacher Development (CoTD) is divided into eleven standards. These standards were developed using the New Teacher Center Standards, which are based on the California Standards for the Teaching Profession. Further development of the WELS Teaching Standards, and thus the development of the CoTD, also drew from the WI Teacher Standards. These are the eleven standards of the WELS CoTD:

- **FOUNDATION:** Christian teachers are faithful servants of Jesus Christ (5 elements – see Appendix B).
- 1) Christian teachers know the subjects they are teaching (6 elements).
- 2) Christian teachers know how individuals grow and develop (4 elements).
- 3) Christian teachers understand that individuals learn differently (6 elements).
- 4) Christian teachers know how to teach (5 elements).
- 5) Christian teachers know how to create and maintain a Christian learning environment (7 elements).
- 6) Christian teachers communicate effectively (6 elements).
- 7) Christian teachers know how to plan a variety of lessons (5 elements).
- 8) Christian teachers know how to assess student progress (7 elements).
- 9) Christian teachers know how to grow spiritually and professionally (4 elements).
- 10) Christian teachers connect with colleagues and the community (6 elements).

The Danielson FfT is divided up into four domains (Danielson, 2007). The first domain has six components that relate to planning and preparation. The second domain has five components that relate to classroom environment. The third domain has five components that relate to instruction. The fourth and final domain has six components that relate to collegiality and professionalism. See Appendix C for a further breakdown of these four domains. Each component contains a four-level rating rubric with ‘critical attributes’ for teachers to better understand the practical application and meaning of each component. See Appendix D for a simplified example of Danielson’s four-level rating rubric.

Helping teachers improve through evaluation requires consistent definitions of good teaching (Danielson, 2011; Gabriel & Allington, 2012). Without these consistent definitions, inconsistencies from one classroom to another relating to evaluation will occur. The FfT provides these research-based definitions of good teaching in the level three (proficient) and level four (distinguished) categories. Danielson (2007) also suggested six benefits to the education community in the use of a consistent rubric to evaluate teaching. The six benefits are in the areas of teacher college preparation, recruitment and hiring of new teachers, providing a “road map” for novice teachers, guidance for experienced professionals, a structure for focusing improvement efforts, and communication to the larger community.

How does Danielson’s FfT affect student learning? Steinberg & Sartain (2015) provided recent evidence from Cincinnati Public Schools confirming that providing mid-career teachers with evaluations and coaching based on the Danielson FfT can promote student-achievement growth in math. The research study of Kimball, White, Milanowski,

and Borman (2004) also provided some evidence of a positive association between teacher performance, as measured by the Danielson FfT evaluation system, and student achievement. If teachers agree to actively engage in regular formative assessment conversations, then both teacher performance and student achievement are likely to increase. It is then natural to conclude that summative evaluation scores would also remain strong or increase. That is what this case study sought to investigate using regular, formative assessment conversations amongst grade-level colleagues and the principal using the Danielson FfT rubric and descriptors.

Chapter Three – Implementation

Introduction

The purpose of this project is to improve the instructional coaching and formative evaluation taking place at St. Paul's Lutheran School using selected domains and components of the FfT. There are four goals for this project that stem from the research included in the literature review above: (1) that teachers experience the FfT to be an effective tool for self-reflection regarding their current teaching practices, (2) that teachers perceive the FfT to be an effective tool for facilitating grade-level team discussions about teaching practices, (3) that teachers beneficially engage in discussion with one another during FfT meetings, and (4) that, through this coaching and formative evaluation field project, the teachers become more familiar with the FfT so that it could be used as a summative evaluation tool in the future.

Participants

Ten teachers participated in the study, nine female and one male. The teachers were from four grade-level teams (GLT) – PreK, grades K-2, 3-5, and 6-8. The PreK GLT had three teachers. The K-2 GLT had three teachers. The 3-5 GLT had two teachers. The 6-8 GLT had two teachers. Their ages ranged from 23 to 62. The median age was 42.5.

Procedures

Each GLT met one time for an introductory 45-minute meeting to achieve four goals. First, to introduce and better understand the Danielson FfT. Second, to review the process to be used during the 4-5 GLT meetings. Third, to ask clarifying questions. Fourth, to decide the GLT's "top-5" FfT components upon which to reflect beforehand

and then discuss during the GLT meeting. See Appendices E, F, and G for the handouts used at this introductory GLT training meeting.

During each GLT's first introductory session, the principal focused the teachers' attention on critical attributes which are listed for level three (proficient) and level four (distinguished). Since schools want their teachers to perform as often as possible in either level three or level four, these sections were focused on.

Over the course of two months, each GLT met on its own to discuss one FfT component at each meeting. Meeting times were always kept to no more than 25 minutes. Most meetings lasted between 20-25 minutes. Meetings were normally two weeks apart. Appendix H was used at every meeting. Appendix G provided a regular, efficient structure for each meeting. Each teacher normally shared an update about their goals from previous meetings before engaging in conversation about the FfT component being reviewed that day.

Each teacher took turns sharing their "key takeaways" from the first page of the component being reviewed. Follow up discussion normally occurred. Then, each teacher shared which of the various descriptors (in various levels of performance) they had circled indicating their self-assessments of current practice. After this discussion of everyone's self-reflection ratings, each teacher wrote down a goal relating to this component. This goal was then shared with the group. In most cases after the first meeting, each teacher had written a goal in advance based on their self-reflection done prior to the GLT meeting. The principal photocopied each goal for the purpose of this project, and then a critical last step was taken. This goal was cut out and taped near the

teacher's computer so that it would be in front of their eyes often. See Appendix H for a completed meeting sheet from the Pre-K GLT.

This system aligns with the research that states effective teacher assessment should be formative over time, use a consistent definition of good teaching, and done in a setting that engages teachers in self-assessment, goal-setting, and conversations with colleagues (Danielson, 2011; Marzano, 2012; Mielke and Frontier, 2012).

Results

Table 1 shows the teachers' 1-10 ratings from the 17 GLT meetings that took place using Appendix H. Column 1 shows the rating question. Columns 2-5 show each teacher's response from each meeting. The Pre-K GLT had five meetings, however, the K-2, 3-5, and 6-8 GLT's each had four meetings. A rating of "1" was "low effectiveness or engagement" and a rating of "10" was "high effectiveness or engagement." Based on my experience, a rating of 1-7 was deemed a "negative" score. A rating of 8-10 was deemed a "positive" score.

Table 1*Teacher Ratings at Each Grade Level Team Meeting*

Question	Pre-K	K-2	3-5	6-8
How effectively did the FfT help you reflect on your teaching skills?	9, 8, 7 7, 7, 5 4, 8, 9 6, 5, 9 6, 9, 5	7, 8, 8 7, 9, 9 8, 9 9, 9, 9	8, 7 9, 8 8, 9 9, 8	6, 8 10, 9 10, 7 10, 10
Question 1 "1-7 Counts"	9 (60%)	2 (18.2%)	1 (12.5%)	2 (25%)
Question 1 "8-10 Counts"	6 (40%)	9 (81.8%)	7 (87.5%)	6 (75%)
How effectively did the FfT help facilitate the GLT meeting?	7, 8, 7 9, 9, 9 6, 7, 9 7, 6, 8 8, 9	8, 10, 8 10, 8, 9 9, 9 9, 10	9, 7 9, 8 9, 8 9, 8	8, 9 10, 10 10, 8 10, 10
Question 2 "1-7 Counts"	6 (42.9%)	0 (0%)	1 (12.5%)	0 (0%)
Question 2 "8-10 Counts"	8 (57.1%)	10 (100%)	7 (87.5%)	8 (100%)
How engaged did you perceive your teammates to be during the GLT meeting?	8/8, 8/8, 8/8 9/9, 9/9, 8/8 7/7, 7/8, 9/9 7/6, 7/7, 5/6 9/9, 8/8, 7/6	8/8, 9/9, 9/9 10/10, 8/8, 8/8 8 7, 9 10, 10	10, 9 10, 10 10, 9 10, 9	10, 10 10, 10 9, 9 10, 10
Question 3 "1-7 Counts"	11 (36.7%)	1 (6.3%)	0 (0%)	0 (0%)
Question 3 "8-10 Counts"	19 (63.3%)	15 (93.7%)	8 (100%)	8 (100%)

Chapter Four – Reflective Essay

Introduction

The purpose of this project was to improve the instructional coaching and formative evaluation taking place at St. Paul's Lutheran School using selected domains and components of the FfT. The four goals of this project were (1) that teachers experience the FfT to be an effective tool for self-reflection regarding their current teaching practices, (2) that teachers perceive the FfT to be an effective tool for facilitating grade-level team discussions about teaching practices, (3) that teachers beneficially engage in discussion with one another during FfT meetings, and (4) that, through this coaching and formative evaluation field project, the teachers become more familiar with the FfT so that it could be used as a summative evaluation tool in the future.

Conclusions

When looking at the table above, one can see that the Pre-K GLT had the lowest ratings, for all three questions. This initial data begs the question – is the Danielson FfT best suited for the K-12 setting, rather than early childhood and Pre-Kindergarten? This is potentially something for future study and discussion with this GLT.

The Danielson FfT fostered active teacher engagement. Aside from the Pre-K GLT, the percentage of 1-7 and 8-10 responses are fairly consistent across the other three GLT's for each of the three questions asked. In most cases, the level of perceived engagement from teammates during discussion was high (ratings of 8-10) across all three GLT's: 93.7% in the K-2 GLT, 100% in the 3-5 GLT, and 100% in the 6-8 GLT. Mielke and Frontier (2012) and Danielson (2011) supported that the greater the active engagement from teachers in the process, the more instructional growth will take place.

This active engagement happened especially through self-reflection, self-evaluation, goal-setting and an increase in teachers talking about their teaching. This focus on self-assessment and goal setting is supported by Malcom Knowles (2005) adult learning model of the latter 20th century.

The Danielson FfT helped facilitate the GLT meeting, and it helped the teachers reflect on their teaching skills. The K-2, 3-5, and 6-8 teachers' ratings showed that the FfT helped facilitate the GLT meeting: 100%, 87.5%, and 100%, respectively. Finally, these three groups also felt that the FfT effectively helped them reflect on their teaching skills: 81.8%, 87.5%, and 75%. Danielson (2011) supported the need for a consistent definition of good teaching. The FfT provides this tool, and although these final teacher ratings were not as high as the other two questions, I still consider these high approval scores of the Danielson FfT.

I was happy with the timeframe that was used for these GLT meetings. Meeting approximately two weeks apart allowed the teachers time to (1) not feel overwhelmed by how often the meetings were taking place, (2) have ample time to work on the goal they created in order to give an update at the next meeting, and (3) feel a sense of accomplishment over two month of focus on the Danielson FfT. Mielke & Frontier (2012) described the need for teacher evaluation to be an ongoing coaching process rather than a once-a-year summative evaluation to see significant improvement in classroom instruction. This field study created bi-weekly, formative coaching opportunities over the course of about two months. It took dedication of time and energy from all involved. The time and energy spent on self-reflection was beneficial in most cases for those in grades K-8 as evidenced by the ratings above.

Recommendations

Find a different framework of teaching to use with Pre-K teachers. The Danielson FfT was not an effective tool for my Pre-K GLT. As stated above, the data received from Pre-K GLT members warrants a searching for another model of effective early learning teaching standards upon which to reflect and discuss. Standards from the National Association for the Education of Young Children (NAEYC) could be considered.

For K-8 teachers, provide basic training and a system for using the Danielson FfT to reflect upon current instruction, set goals for future instruction, and to increase the GLT professional conversation amongst colleagues. The K-2, 3-5, and 6-8 GLT teachers in this study gave high ratings for the FfT's effectiveness. This tool has great potential to help teachers engage in a focused reflection and conversation with others about their current performance. Having teachers spend time in professional conversations like this is important to school excellence.

Over time, use the FfT to conduct formal, summative evaluations for a certain percentage of teachers each school year. Marzano (2012) supported evaluation systems as being useless unless a fundamental goal of the evaluation tool was to focus on the teacher's development and growth. It would be beneficial to now have a few teachers, who are familiarized with the FfT, go through a formal, summative evaluation using the FfT. This evaluation, and the goal-setting that would come out of that evaluation, would allow for the Danielson FfT to continue having a positive impact on the teachers' aspirations to (1) continue good things they are already doing, and (2) grow in areas where they would like to see improvement in their classroom teaching and learning.

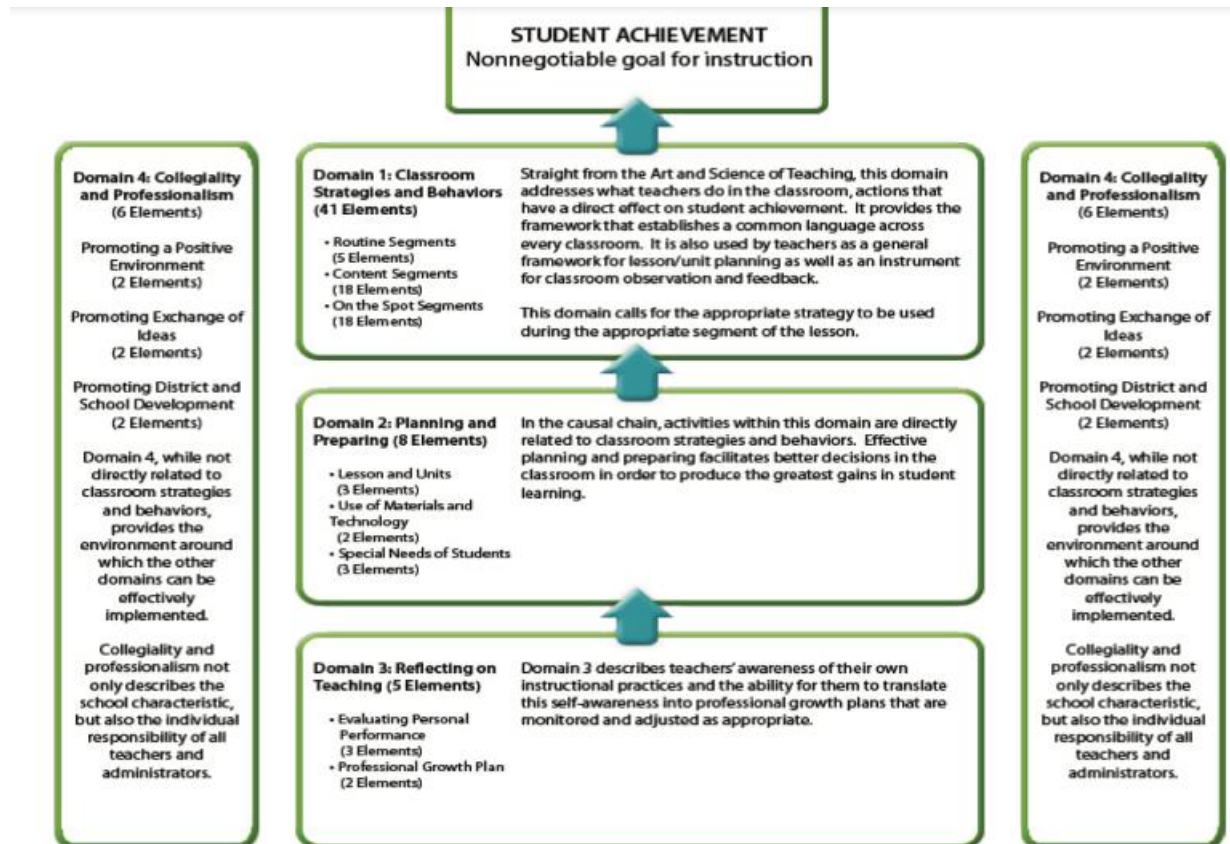
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Appendix A – Marzano Teacher Evaluation Model



<https://www.pinterest.com/pin/202591683207821167/>

Appendix B – WELS Continuum of Teacher Development: FOUNDATION

Standard



FOUNDATION: Christian teachers are faithful servants of Jesus Christ.

Called teachers are public ministers of the Word who faithfully serve (1 Cor. 4:2) with joy (Phil. 4:4) and dedication (1 Tim. 4:12).

Ministry Traits	Beginning	Emerging	Applying	Integrating	Modeling
F.1 Reflects faith in Christ through words, actions, activities, and relationships.	<p>Reflects faith in Christ -</p> <ul style="list-style-type: none"> through words, "You are a chosen people, a royal priesthood, a holy nation, a people belonging to God, that you may declare the praises of him who called you out of darkness into his wonderful light." (1 Peter 2:9) actions, "Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God." (Ephesians 5:1-2) activities, "... become blameless and pure, children of God without fault in a crooked and depraved generation, in which you shine like stars in the universe as you hold out the word of life." (Philippians 2:15, 16a). relationships. "Dear friends, since God so loved us, we also ought to love one another." (1 John 4:11) 				
F.2 Shows joy and enthusiasm for the teaching ministry.	Displays generally positive attitude toward teaching in classroom.	Promotes a love for learning within the classroom environment.	Models love for learning with students, parents, and others.	Engages enthusiastically in professional dialogue with colleagues.	Fosters a love for teaching among colleagues and encourages and inspires others to consider the teaching profession.
F.3 Demonstrates dedication to the teaching ministry.	Attends to expected classroom responsibilities and relationships.	Commits time and energy to refining and improving classroom practice for the academic and spiritual growth of students.	Engages in efforts to enhance the ministry of the school by improving the quality of the school's curriculum, instruction and programming.	Shares expertise with the broader community of teaching ministers and other professional educators.	Leads and contributes to the development of the teaching ministry and the broader education profession.
F.4 Participates in school and congregation activities	Attends school activities and events associated with assigned duties and responsibilities. Is regular in congregational worship.	Attends school and church activities and events to support and encourage students and coworkers.	Participates in school and church activities outside the classroom, engaging with students, coworkers, and congregation members in an positive manner.	Volunteers and is actively involved in planning and implementation of school and church activities. Assists students and coworkers in identifying opportunities for participation in school and church activities that strengthen their personal, spiritual, and academic development.	Takes the initiative to propose, develop, and implement activities that are beneficial to the school and congregation. Is recognized as a proactive leader who makes a difference by enhancing the ministries of the school and church.
F.5 Serves with appropriate involvement in community organizations and events.	Supports students by attending their community related events.	Attends and participates in community events with students, their families, and other members of the congregation	Assists students and coworkers in identifying opportunities for participation in community events.	Volunteers and is actively involved in planning and implementing community events that incorporate appropriate congregation participation.	Leads development of community events and is recognized as a proactive leader who makes a difference in the community.

Appendix C – Danielson's Framework for Teaching Domains & Elements

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> a. Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> a. Content Knowledge b. Prerequisite Relationships c. Content-Related Pedagogy b. Demonstrating Knowledge of Students <ul style="list-style-type: none"> a. Child & Adolescent Development b. Learning Process c. Special Needs d. Skills, Knowledge, & Language Proficiency e. Interests & Cultural Heritage c. Setting Instructional Outcomes <ul style="list-style-type: none"> a. Value, Sequence, & Alignment b. Clarity c. Balance d. Suitability for Diverse Learners d. Demonstrating Knowledge of Resources <ul style="list-style-type: none"> a. For Classroom b. To Extend Content Knowledge c. For Students e. Designing Coherent Instruction <ul style="list-style-type: none"> a. Learning Activities b. Instructional Materials & Resources c. Instructional Groups d. Lesson & Unit Structure f. Designing Student Assessment <ul style="list-style-type: none"> a. Congruence with Instructional Outcomes b. Criteria & Standards c. Design of Formative Assessments d. Use for Planning 	<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> a. Reflecting on Teaching <ul style="list-style-type: none"> a. Accuracy b. Use in Future Teaching b. Maintaining Accurate Records <ul style="list-style-type: none"> a. Student Completion of Assignments b. Student Progress in Learning c. Non-Instructional Records c. Communicating with Families <ul style="list-style-type: none"> a. About the Instructional Program b. About Individual Students c. Engagement of Families in the Instructional Program d. Participating in a Professional Community <ul style="list-style-type: none"> a. Relationships with Colleagues b. Involvement in a Culture of Professional Inquiry c. Service to the School d. Participation in District and School Building Projects e. Growing & Developing Professionally <ul style="list-style-type: none"> a. Enhancement of Content Knowledge & Pedagogical Skill b. Receptivity to Feedback from Colleagues c. Service to the Profession f. Demonstrating Professionalism <ul style="list-style-type: none"> a. Integrity & Ethical Conduct b. Service to Students c. Advocacy d. Decision Making e. Compliance with District & School Building Regulations
<p style="text-align: center;">Domain 2: The Classroom Environment</p> <ul style="list-style-type: none"> a. Creating an Environment of Respect & Rapport <ul style="list-style-type: none"> a. Teacher Interaction with Students b. Student Interaction with Students b. Establishing a Culture for Learning <ul style="list-style-type: none"> a. Importance of the Content b. Expectations for Learning & Achievement c. Student Pride in Work c. Managing Classroom Procedures <ul style="list-style-type: none"> a. Instructional Groups b. Transitions c. Materials & Supplies d. Non-Instructional Duties e. Supervision of Volunteers & Paraprofessionals d. Managing Student Behavior <ul style="list-style-type: none"> a. Expectations b. Monitoring of Student Behavior c. Response to Student Misbehavior e. Organizing Physical Space <ul style="list-style-type: none"> a. Safety & Accessibility a. Arrangement of Furniture & Physical Resources 	<p style="text-align: center;">Domain 3: Instruction</p> <ul style="list-style-type: none"> a. Communicating with Students <ul style="list-style-type: none"> a. Expectations for Learning b. Directions & Procedures for Activities c. Explanations of Content d. Use of Oral & Written Language b. Using Questioning & Discussion Techniques <ul style="list-style-type: none"> a. Quality of Questions/Prompts b. Discussion Techniques c. Student Participation c. Engaging Students in Learning <ul style="list-style-type: none"> a. Activities & Assignments b. Grouping of Students c. Instructional Materials & Resources d. Structure & Pacing d. Using Assessment in Instruction <ul style="list-style-type: none"> a. Assessment Criteria b. Monitoring of Student Learning c. Feedback to Students d. Student Self-Assessment & Monitoring of Progress e. Demonstrating Flexibility & Responsiveness <ul style="list-style-type: none"> a. Lesson Adjustment b. Response to Students c. Persistence

Appendix D – Sample Danielson Framework

Domain #1 – Planning and Preparation

Danielson's Framework for Teaching

ELEMENT	Component 1a: Demonstrating Knowledge of Content and Pedagogy			
	LEVEL OF PERFORMANCE			DISTINGUISHED
	UNSATISFACTORY	BASIC	PROFICIENT	
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

For all components of Domain 1, see

<https://www.cssu.org/cms/lib/VT01000775/Centricity/Domain/36/Domain1ProfessionalResponsibilities.pdf>

For Domain 2, see

<https://www.cssu.org/cms/lib/VT01000775/Centricity/Domain/36/Domain2ClassroomEnvironment.pdf>

For Domain 3, see

<https://www.cssu.org/cms/lib/VT01000775/Centricity/Domain/36/Domain3Instruction.pdf>

Appendix E – Teacher Training Handout for Introduction to Danielson's FfT

Project Thesis

I think the Charlotte Danielson "Framework for Teaching" (FfT) is a simple to understand, quality resource or "framework" for use in self-reflection, in grade-level team conversations (2+ colleagues), in teacher & coach conversations, and also in teacher & evaluator (formative or summative) conversations.

Quick Background + Training on the FfT

- There are four "domains" (see Smart Card)
 - (1) planning and preparation
 - (2) the classroom environment
 - (3) instruction
 - (4) professional responsibilities
- Each domain has a certain number of "components."
- Each component...
 - has a certain number of key "elements", "critical attributes", and "possible examples"
 - has 4 levels of performance associated with it



Me and my homegirl, Charlotte D (Chicago '18)

What am I being asked to do during now til end of school year?

- See mtg schedule on back.
- In prep for each meeting, review one of the FtF's "components" and it's various "elements," "critical attributes," and "possible examples."
 - Normally this is 3 pages long.
 - Self-assess: circle the "critical attributes" and "possible examples" where you are normally currently performing in your teaching. Be ready to discuss specific classroom examples of this self-assessment during the meeting.
- Before leaving each meeting, write down one teaching skill goal relating to this "component" to "start, stop, or continue doing" in order to get closer and closer that "level 4" teaching.
 - Report back at the next mtg how you did on that goal.
- At the start of each meeting, give a 1-10 rating about how effectively the FtF helped you to reflect on your teaching skills.
- At the end of each meeting,
 - give a 1-10 rating about how effectively the FtF helped facilitate the 20 minute conversation.
 - give a 1-10 rating on the perceived level of your colleague's engagement during the meeting. This will help to paint the picture of how actively everyone was contributing to the conversation about teaching and learning during your time together.

What am I being asked to do today???

- Look at the “smart card” and choose 6 “components” for you and your teammate(s) to review during your 6 meetings. You choose the six, and I’ll choose the order. I will print the “components” for you at least a week ahead of the meeting.

Appendix F – Danielson FfT “Smart Card”

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE CLASSROOM ENVIRONMENT
<p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Content and the structure of the discipline • Prerequisite relationships • Content-related pedagogy <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Child and adolescent development • Learning process • Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage • Students' special need <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse students <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • For classroom use • To extend content knowledge and pedagogy • Resources for students <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions • Student interactions with other students, including both words and action <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of content and of learning • Expectations for learning and achievement • Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: INSTRUCTION
<p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4c Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in culture of professional inquiry • Service to the school • Participation in school and district projects <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulations 	<p>3a Communicating With Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence

Appendix G – Teacher Handout in Preparation for a Meeting

To Do...

- (1) As you read page one of this “component”
 - a. underline / highlight the phrases or words that are most important, in your opinion, and possibly
 - b. add any notes near these underlined / highlighted sections.
- (2) Self-assess: circle the “critical attributes” and “possible examples” where you feel that you are normally currently performing in your teaching. Be ready to discuss specific classroom examples of this self-assessment during the meeting.
- (3) Before leaving each meeting, write down one teaching skill goal relating to this “component” to “start, stop, or continue doing” in order to get closer and closer that “level 4” teaching.

GOAL:

- Report back at the next mtg how you did on that goal.
- (4) Before the start of each meeting, give a 1-10 rating about how effectively the FtF component’s descriptions helped you to reflect on your teaching skills

(1 NOT helpful.....10 = VERY helpful) RATING = _____
- (5) At the end of each meeting, give a 1-10 rating about how effectively the FtF helped facilitate the 20 minute conversation.

(1 NOT helpful.....10 = VERY helpful) RATING = _____
- (6) At the end of each meeting, give a 1-10 rating on the perceived level of your colleague’s engagement during the meeting. This will help to paint the picture of how actively everyone was contributing to the conversation about teaching and learning during your time together.

Colleague #1

(1 NOT helpful.....10 = VERY helpful)

Colleague #2

(1 NOT helpful.....10 = VERY helpful)

Appendix H – Completed Meeting Form

- (3) Before leaving each meeting, write down one teaching skill goal relating to this "component" to "start, stop, or continue doing" in order to get closer and closer that "level 4" teaching.

GOAL: Be even more intentional about differentiated outcomes for students of varied abilities in my plans.

- Report back at the next mtg how you did on that goal.

- (4) Before the start of each meeting, give a 1-10 rating about how effectively the FtF component's descriptions helped you to reflect on your teaching skills

(1 NOT helpful.....10 = VERY helpful)

9

- (5) At the end of each meeting, give a 1-10 rating about how effectively the FtF helped facilitate the 20 minute conversation.

(1 NOT helpful.....10 = VERY helpful)

9

- (6) At the end of each meeting, give a 1-10 rating on the perceived level of your colleague's engagement during the meeting. This will help to paint the picture of how actively everyone was contributing to the conversation about teaching and learning during your time together.

Colleague #1

(1 NOT helpful.....10 = VERY helpful)

9

Colleague #2

(1 NOT helpful.....10 = VERY helpful)

9